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ABSTRACT

This fourth in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher coordinators skill in (1) locating training stations to access, (2) selecting training stations utilizing criteria established, and (3) convincing employers at selected training stations to participate in the cooperative vocational education program. The terminal objective for the module is to secure training stations for a co-op program, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, case studies to critique, model critiques, a role play, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED153059

MODULE

J-4

Secure Training Stations for Your Co-Op Program

MODULE J-4 OF CATEGORY J—COORDINATION OF COOPERATIVE EDUCATION PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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CE 015 780

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,500 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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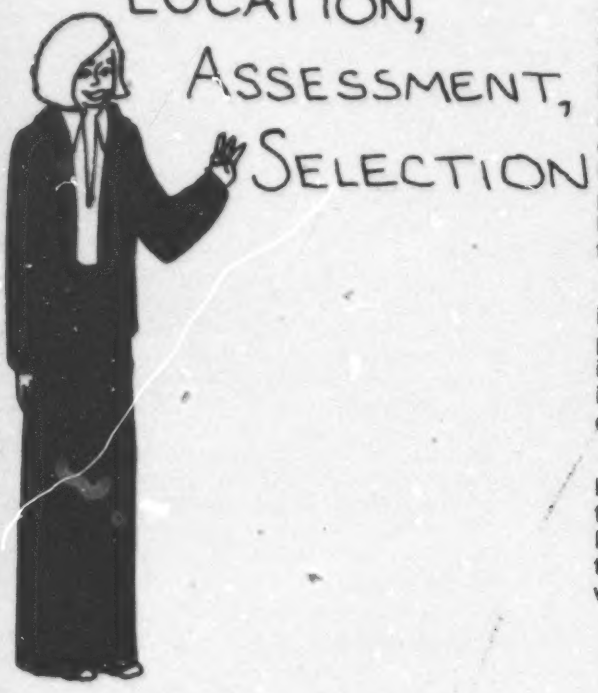
INTRODUCTION



Of prime importance to the success of a cooperative vocational education program is the location, assessment, and selection of training stations. The quality of the training stations participating in the cooperative vocational education program can go a long way toward serving the needs of the student, the school, the community, and individual businesses. A cooperative vocational education program which is not meeting its objectives may be the result of poor selection and recruitment of training stations.

Proper planning, organizing, and presenting of information to prospective employers to gain their participation and cooperation is one of the most important facets of your coordination activities. It is one which will help you establish and maintain a quality cooperative vocational education program.

This module is designed to give you skill in (1) locating training stations to assess, (2) selecting training stations utilizing criteria you have established, and (3) convincing employers at selected training stations to participate in the cooperative vocational education program.

ABOUT THIS MODULE

Objectives

Enabling Objectives:

1. After completing the required reading, critique the training station identification and assessment techniques used by a hypothetical teacher in a given case study (*Learning Experience I*).
2. After completing the required reading, answer an employer's questions in a given case script and convince him to provide a training station (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in establishing guidelines for operating a cooperative vocational education program. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Establish Guidelines for Your Cooperative Vocational Program*, Module J–1

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: A Guide for Cooperative Vocational Education. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969.

Reference: Mason, Ralph E. and Peter G. Haines. *Cooperative Occupational Education and Work Experience in the Curriculum*. Second Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1972.

Reference: Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. *Coordination in Cooperative Vocational Education*. Columbus, OH: Charles E. Merrill Publishing Co., 1975.

Learning Exprience II

Required

A peer to role-play an employer whom you are convincing to provide a training station for a cooperative program (required only if you select this alternate activity).

A tape recorder and tape for taping, reviewing, and self-evaluating the role-play situation (required only if you select this alternate activity).

Optional

The videotape, Richardson, Donald and Charles Beall, "Training Station Development," from the series, *Coordinating Techniques*, Colorado State Board for Community Colleges and Occupational Education, Colorado State University, Department of Vocational Education, Fort Collins, Colorado, 1976.

Videotape equipment for viewing the videotape on developing training stations.

A peer to role-play an employer whom you are convincing to provide a training station for a cooperative program, and to evaluate your performance.

Videotape equipment for taping, viewing, and self-evaluating the role-play situation.

Learning Experience III

Required

An actual school situation in which, as part of your duties as a teacher-coordinator, you can secure training stations for your co-op program.

A resource person to assess your competency in securing training stations for your co-op program.

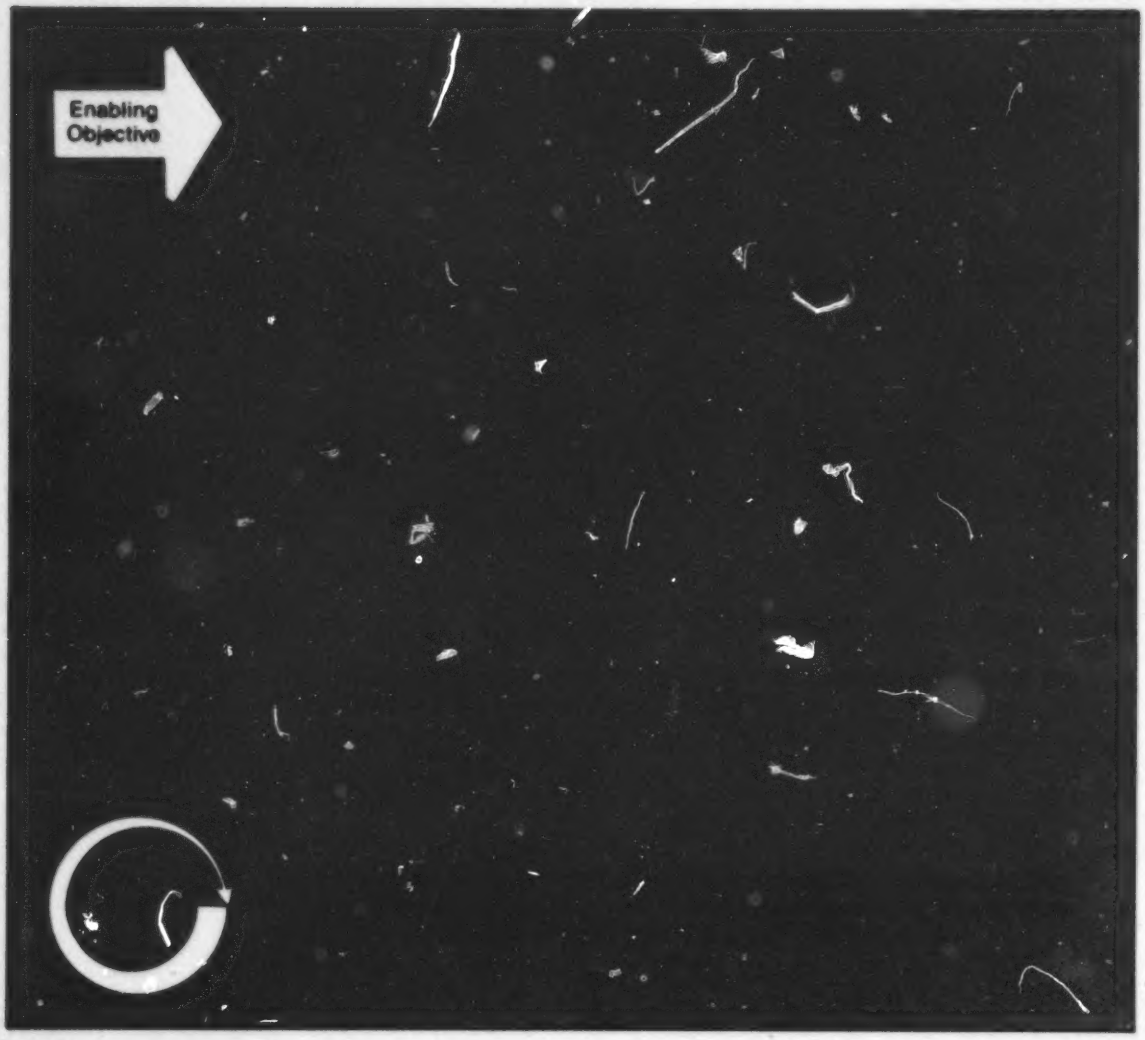
This module covers performance element numbers 337, 340, 342–345 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of the modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program which were developed as part of a project at Michigan State University is available from Dr. Uthe at 3345 Castleye Lane, Lexington, KY 40502.

Learning Experience I

OVERVIEW



Activity

For information concerning the sources you can tap to locate prospective training stations and the procedures for evaluating each prospective station, read the following information sheet:

IDENTIFYING AND EVALUATING PROSPECTIVE TRAINING STATIONS

Teacher-coordinators have the primary responsibility for locating prospective training stations. However, many individuals and organizations can provide assistance with this task. School administrators can assist by introducing the teacher-coordinators to business leaders, or by writing letters of introduction for them to use when contacting prospective employers.

Other assistance can be obtained from civic, social, and service organizations; state bureau of employment services; and labor unions. In addition to suggesting possible businesses you may contact, members of these organizations may be able to give you names of the employers, personnel directors, or other contact persons in certain businesses. Your chances of getting an interview with a representative of a prospective training station will be greatly enhanced if you can call him or her by name and mention that an acquaintance of his or hers suggested that you call.

Another source is the vocational advisory committee or the service area (craft) committee.[1] Persons on these committees are usually members of the business community. They may themselves provide training stations, or suggest others who may be able to do so and provide you with the names of contact persons in those businesses.

Since advisory committee members support your vocational program and are familiar with you and your school, you should specifically ask that they consider the suitability of their own businesses as prospective training stations. In addition, they should be consulted about the criteria for determining the suitability of prospective training stations. They should be given an opportunity to review any criteria you may have identified, and to offer suggestions for additional criteria. The major criteria which should be identified should be centered around the following basic questions.

- What are the firm's present employment practices?
- What is the firm's reputation in the community?
- Does the firm presently have any ongoing training programs for its employees?
- Is the employer willing to cooperate with the school?
- What are the employer's views toward vocational education?
- Is the employer willing to provide satisfactory hours and wages?
- Does the firm have the facilities and equipment necessary to provide the student with meaningful learning experiences?
- Is the on-the-job instructor qualified and willing to train co-op students?

A prime source of information relative to prospective training stations is the data contained in the community survey. Before a vocational program is begun, most districts conduct a community survey to determine if there is a need for such a program, and if students would be interested in such a program. These surveys are also used to determine the manpower needs of the community.

In addition, as part of the community survey, employers of local firms are interviewed. During these interviews, employers are asked—

1. To gain skill in working with an occupational advisory committee, you may wish to refer to Module A–5, *Maintain an Occupational Advisory Committee*.

- to give descriptions of the jobs available within the firm
- if they provide in-house training for their employees
- the attitude and capability of supervisors who might provide in-house training
- if they have any trouble obtaining capable help
- what their annual employee turnover rate is
- what level of training they require for entry-level jobs
- the adequacy of the facilities and equipment available
- the policies and provisions of the company relative to federal, state, and local safety laws and regulations
- what possible job openings they might have for vocational graduates
- what new or emerging manpower trends they foresee
- whether they would be able to provide on-the-job training for students

The teacher-coordinator should obtain this community survey data from the school administration, and review it to identify a list of employers who may be interested and willing to participate in the cooperative program. This list should be used to initiate the teacher-coordinator's efforts in identifying and evaluating prospective training stations. These employers may also be able to suggest other potential contacts.

Once you have compiled a list of prospective contacts, you can set up an appointment with each prospective employer. During each interview, you can evaluate the suitability of the firm as a training station, using established criteria for evaluating training stations and on-the-job instructors.

You may be asking yourself, "How can I measure all the qualities listed in the criteria (e.g., reputation, employment practices, personal qualities of on-the-job instructor, etc.) by a single visit with the employer?" You can't. If you have the criteria firmly fixed in your mind, you can note a good many things during your visit and ask specific questions that get at some of the other criteria.

You can and should tour the plant and/or office facilities to verify such things as working conditions, worker attitudes, safety precautions, etc. You should not simply accept an employer's or personnel director's word, but should see for yourself what equipment, facilities, and conditions actually exist. By the same token, you should not accept an employer's or personnel director's assurances that prospective on-the-job instructors are qualified to train co-op students. You should arrange through the employer to meet these individuals to determine their qualifications, abilities, and willingness to instruct your students.

While touring the plant and/or offices, and interviewing employers and prospective instructors will provide you with important information about the firm, this information needs to be supplemented with other facts. Information such as the reputation of the business, loyalty of employees, and advancement opportunities, will need to be determined from the input of others.

Therefore, you need the help of your advisory committee and other community contacts such as civic, service, and professional organizations; the chamber of commerce; the state department; and labor unions to answer these questions. If you develop good working relationships with these community groups, they can help you get a complete picture of the potential of any firm to provide a good training station.

For further information on techniques for identifying, evaluating, and securing training stations, you may wish to read sections dealing with these topics in the supplementary references, *A Guide for Cooperative Vocational Education*; Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*; and/or Meyer, Crawford, and Klaurens, *Coordination in Cooperative Vocational Education*.

The following Case Study describes how Mr. Sawyer, a teacher-coordinator, identified and assessed a prospective training station. Read the situation described, and then explain in writing (1) the strengths of the teacher's performance, (2) the weaknesses of the teacher's performance, and (3) how the teacher should have treated his responsibilities.

CASE STUDY

Mr. Sawyer, a teacher-coordinator for a new cooperative vocational education program, was determined that he was going to do an excellent job. He called a meeting of the vocational advisory committee and outlined for them his program goals. He then asked them to generate a list of firms in the community that could or would serve as training stations.

From this meeting, he got a list of twelve possible firms. He called each firm and asked for the personnel director. He explained the purpose of his call and asked if an appointment could be set up with an appropriate person.

At six of the firms he called, he obtained appointments with the personnel director. At three firms, he was told that the personnel director would check around and call him back. At three firms, he was told that no job openings were available.

Mr. Sawyer went to his first appointment. He was charming and persuasive. He explained the program and asked a lot of good, well-directed questions. He found out the following information.

The firm has a low turnover rate. They attribute this to (1) good benefits including group insurance, Workmen's Compensation, and profit sharing; (2) planned on-the-job training; and (3) opportunity for advancement in the firm. They are definitely interested in cooperative training because they would like to have a hand in training prospective employees for their firm. The personnel director is sure that the firm will be glad to appoint an on-the-job instructor and to help develop a training plan to be followed.

Mr. Sawyer was very satisfied with the personnel director's answers, and he signed the firm up to participate in the program.

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same major points.

MODEL CRITIQUE

The advisory committee should have been more involved. Mr. Sawyer told them what his program goals were. He should have asked for their input to these goals. He did not mention that he had any criteria for determining the suitability of prospective training stations, nor did he solicit their suggestions as to what criteria should be used. Further, he asked them to generate a list of firms without specifically requesting that the firms they represent be considered.

Mr. Sawyer consulted only the advisory committee. It should not have been his only source. He should have used other community sources, and checked for the availability of a community survey.

In contacting the firms, Mr. Sawyer simply asked for the personnel director. He should have asked the advisory committee or some other source for the name of a good contact in each firm. If Mr. Sawyer had contacted a particular person, called him/her by name, and mentioned that he/she was suggested as a good prospect by a person whom he/she respects, he may have been able to get more interviews scheduled.

Mr. Sawyer was premature in his decision to sign the firm up. He lacked a good deal of information. The firm does look like it will probably be a good prospect, but he has not checked with his sources to determine what kind of reputation they have in the community.

He has only the personnel director's word on benefits, training, and advancement opportunities. These may exist on paper, but not be true in practice. He does not seem to have toured the plant, so he does not know what equipment and facilities are available.

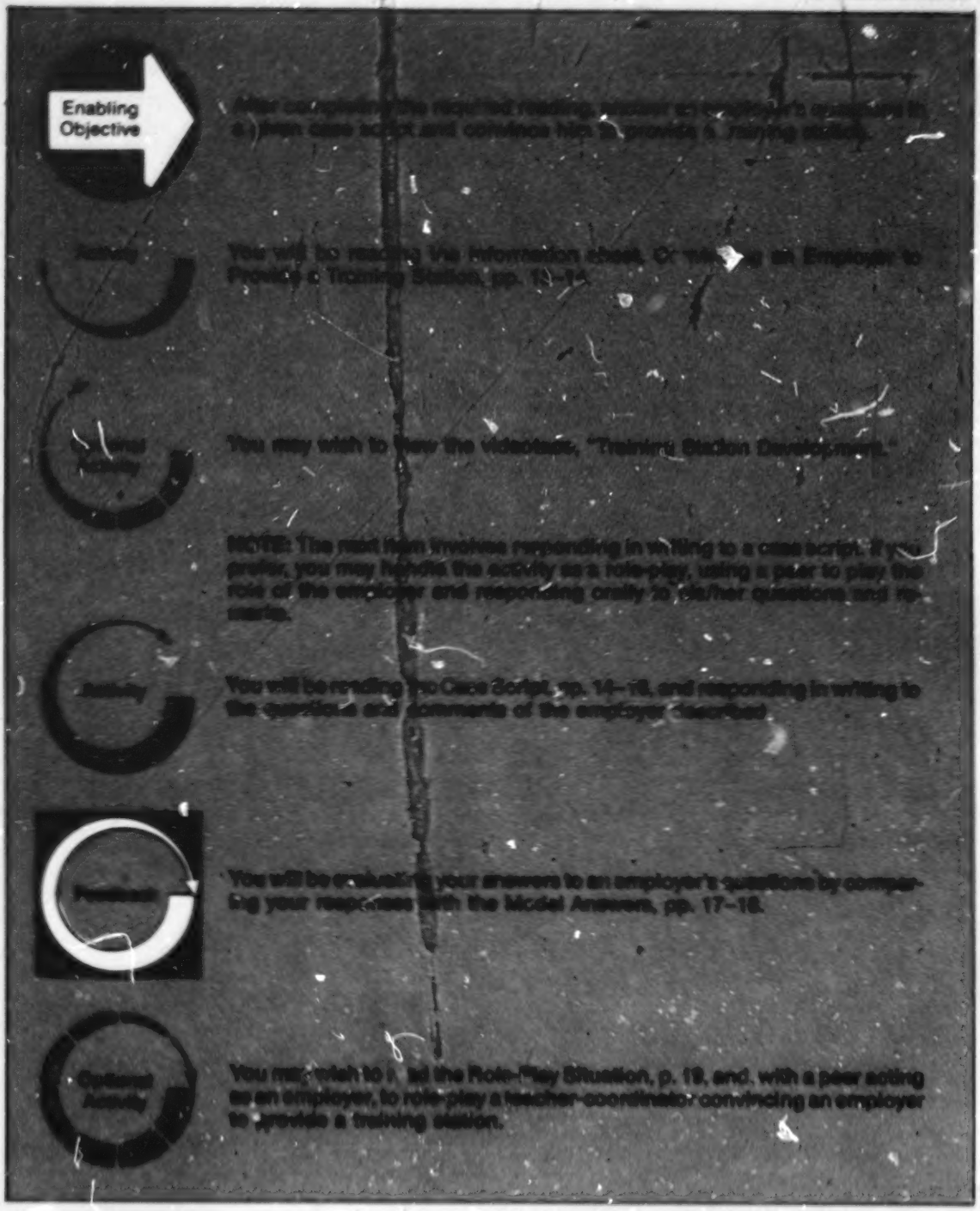
He does not have any information about what jobs his students would be hired to do. No mention was made of the hours or wages this firm would be willing to provide. Finally, he has not met any prospective on-the-job instructors so he does not know their willingness to participate, or their qualifications for serving in an instructor's capacity.

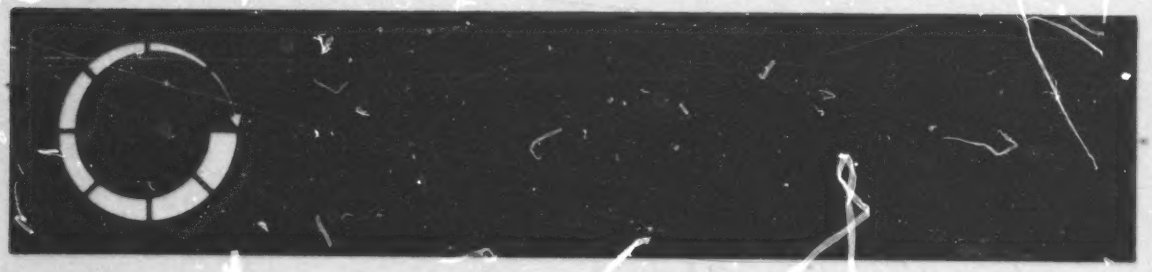
LEVEL OF PERFORMANCE: Your completed critique should have covered the same major points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Identifying and Evaluating Prospective Training Stations, pp. 6–7, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW





Activity

For information explaining how to use your knowledge of the benefits and characteristics of cooperative vocational education programs, and the guidelines you have developed for such programs, in convincing a prospective employer to provide a training station for a cooperative program, read the following information sheet:

CONVINCING AN EMPLOYER TO PROVIDE A TRAINING STATION[2]

When you make your first contact with an employer, you begin the process of convincing. The old adage that first impressions are lasting impressions has much truth in it. When you make your initial evaluation visit to a prospective training station, you need to conduct yourself in a way that will begin to sell the program to the employer. However, since you are also evaluating the firm's potential as a training station, you need to be careful not to commit yourself too early.

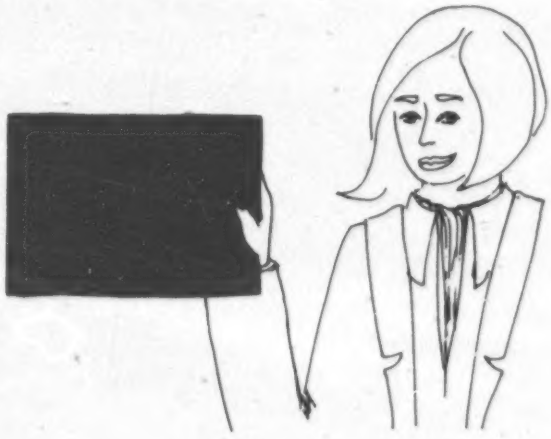
The first step in convincing an employer to provide a training station is **establishing rapport**. In your quest for training stations, your ability to establish rapport with an employer in the initial conference will be a very important key to your eventual success. Start by greeting the employer by name and introducing yourself. Then, you need to be courteous, able to communicate clearly, and enthusiastic about the cooperative program. Appeal to the employer's interests and then be a good listener. Be calm. Be natural. Be positive.

The second step is **explaining the program**, your role in it, the employer's role in it, and the student's role in it. You need to explain the benefits of the cooperative program. You need to encourage employers to ask questions so you can adequately explain the program to them in terms of their own situation and needs. The explanation needs to be clear, succinct, and straightforward.

The final step is **convincing an employer**, whose firm meets your criteria, to provide a training station. You must convince employers that your program is important to their firms, their communities, and their occupational areas. Again, this is a **conference**, so don't monopolize the conversation and lecture the employer. Encourage prospective employers to ask questions and to suggest problem areas they perceive may exist.

If a prospective employer does have any objections or suggests a problem area, it is essential that the teacher-coordinator handle these areas honestly and fairly. Any questions of this nature should be answered relative to the stated and operational goals and objectives of the cooperative vocational education program as well as in terms of student career objectives. No matter how difficult some questions may be, it is important for the teacher-coordinator to make prospective employers ultimately aware of their contribution to the field and to the community.

It is also essential to have a business card containing your name, your school, and the address or phone number where you can be reached. In addition, a well-prepared, simple brochure which explains the program, and the roles of the employer,



2. The three-step approach is adapted from Fred Harrington, "Development of a Self-Instructional Package on Cooperative Education Coordination Skills" (Unpublished doctoral dissertation, The Ohio State University, 1970).

the student, and the teacher-coordinator in this program can help convince the employer to participate in the cooperative vocational education program. It shows that your program has been well-thought-out in advance.[3] Another method of establishing the credibility and value of your program is to give prospective employers the names of existing stations. They can then contact the participating employers and/or on-the-job instructors in these firms to determine how well the program is working for them.

3. To gain skill in preparing brochures, you may wish to refer to Module G-3, *Develop Brochures to Promote Your Vocational Program*.

You may wish to view the videotape, "Training Station Development," from the series on *Coordinating Techniques* by Richardson and Beall, Colorado State University. This videotape shows a teacher-coordinator calling at a prospective training station and attempting to convince an employer to provide a training station for the co-op program. It is helpful in illustrating effective techniques for establishing rapport, explaining the program, and persuading an employer to participate in the program.

NOTE: The next activity involves responding in writing to a Case Script. If you prefer, you may conduct the conference described as a role-play situation. Ask a peer to play the role of the employer; you play the role of the teacher-coordinator. If you conduct this role-play, audiotape the conference for self-evaluation purposes.

Assume you are a new teacher-coordinator who has made an appointment with a prospective employer, and you are now in the process of interviewing the employer, Mr. Chuck Bell, and explaining the nature of the cooperative vocational education program to him. Mr. Bell has recently started a successful medium-sized business in your community. Mr. Bell has never worked with a cooperative program before and is unfamiliar with your program.

You have introduced yourself and already established some rapport with Mr. Bell by giving him your business card, a brochure about the cooperative vocational education program, samples of the training agreement and plan, and sample evaluation forms. You have also explained the goals and objectives of the program to him. Mr. Bell seems to be interested, and he now begins to ask you some questions.

As the teacher-coordinator, it is up to you to answer each of his questions and to further convince him to provide a training station for your cooperative vocational education program. Read each of the following questions asked by Mr. Bell, and then respond to them in the space provided following each question.

CASE SCRIPT[4]

Mr. Bell:

Well, from what you've told me so far, this program sounds like it might interest us very much. You've explained it pretty well, but I do have a few more questions I'd like to ask. First, if we go with a program of this type, could you explain to me, very specifically, what would the role of the school be? Would you be the person that would work with us?

4. Adapted from *The Glen Oaks Simulation* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1974).

Answer 1:

Mr. Bell:

What would really happen if we had a student that wasn't working out for us in a satisfactory manner, say maybe he or she had a poor attendance record or a bad attitude toward the work? Would we treat him/her in a different fashion from our own people? Maybe with our own people, we'd want to counsel them or even wind up firing them. How would it work in your program?

Answer 2:

Mr. Bell:

I see, in other words, then, you would be helping us train these students and work with them, is that right? Are these students potential full-time employees for us, would you say?

Answer 3:

Mr. Bell:

Do we have any choice at all in the selection of the student who would come to work with us in this program?

Answer 4:

Mr. Bell:

Now, I have another kind of question for you, maybe just a little bit different. How do the students like this program? Do you have a good attitude among your students? And also, what percentage of them drop out?

Answer 5:

Mr. Bell:

Now, I've got another question for you and that is, very simply stated, what's in it for us? Forgetting about the social aspect of it and what we ought to be doing for the community, just tell me what's in it for us if we go with this program.

Answer 6:

Mr. Bell:

One more question here before we wind it up. How successful has this program really been? Are you looking for it to expand here in this area in the near future or just how successful are you with it?

Answer 7:

Mr. Bell:

Well, I think you have presented a very reasonable case and, quite frankly, I'm very interested in your program. I would like to explore it during the course of this following week with some of my people here before I make a decision. However, I am sure they will be as enthused as I am about it. I'd like to get back to you say a week from today and we'll talk over more details at that point. If that's all, I do want to thank you very much for coming in and explaining the program and answering my questions.

Answer 8:

Mr. Bell:

Yes, that will be fine. See you then, and thanks again.

Compare your written or oral responses to Mr. Bell's questions with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points. As you review your responses, you should also be evaluating how they were stated (e.g., were you courteous, undogmatic, enthusiastic; were your responses simple and clear, etc?).

MODEL ANSWERS

1. The role of the school would be to provide the student with both the general and specific education he/she needs to graduate. The specific education would be provided by the cooperative vocational education program. This ensures that the student will get the preparation and training needed to be successful in the world of work. Because I am qualified through my successful work experience in a business similar to yours, the school has hired me to be responsible for working with you and with other businesses that are providing training stations.

2. In the event of this kind of problem, I would want you to call me immediately, and I would come out and work with the student on the problem. Also, I would want to sit down with the student, the on-the-job instructor, and you to provide counseling to resolve the problem(s). I would also be working with students in the related class to develop good attitudes and attendance records so that these problems would not arise in the first place. Of course, this would not prevent you or the on-the-job instructor from counseling or working with the student, also.

   In a situation in which the problem(s) could not be resolved after everybody had given it a good effort, then I certainly would have to consider removing the student from the training station if it was absolutely necessary. As you can see, the only major difference in treatment from that which you use in dealing with your own people, would be my assistance in the matter.

3. Yes, that's right. I would be helping you to train students and would work with them myself both in school and on the job. I hope that all of the students you hire would do well enough that you would want to hire them as full-time employees. Since the students do have a career objective in your kind of business and are preparing for this kind of work with you, you can be better assured of training people who will want to stay with you. As you can see, there are many benefits to the community and directly to your business and businesses like yours if you participate in the the cooperative vocational education program.

4. Mr. Bell, I will send as many students as I have who have a career objective in your area and who also meet your selection requirements. This will usually give you an opportunity to interview at least two or three students, and quite possibly more than that.

5. The cooperative vocational education program screens students before they are enrolled. This means that students who are enrolled have an interest in the program, and have good attitudes about the program and what it does. I can tell you that the dropout percentage is virtually zero.

6. Aside from the social and public service aspects, the benefits to the community, and the good public relations that it gives you, your business can profit from employing co-op students. For example, as a participating employer, you can (1) train potential full-time employees in your own plant; (2) better ensure that the in-school instruction meets your employment needs since you are more a part of the school program; (3) obtain better qualified part-time employees who are receptive to instruction, motivated, and interested; (4) get a more direct return on your school tax dollar; and (5) get training assistance.

7. Mr. Bell, I can assure you that business persons like yourself have made our program very successful. I presently have thirty-five business establishments in and around the community who participate in our program. If you would like, I will give you the complete list of these businesses and the names of the people to contact in each one of them so that they can tell you about their successes with the program. As you can see, we are firmly committed to our community and count on expanding with additional successful businesses like yours.

8. Only one more thing, Mr. Bell. I do happen to have some more brochures with me so that you can give them to any of your people to keep. I

would also be more than happy to talk with them if they have any questions about the program . . . all you have to do is give me a call. I have my home and school phone numbers on my business card and on the brochure. By the way, if your calendar is clear a week from today at 4:00, could I stop by then?

LEVEL OF PERFORMANCE: Your written or oral responses should have covered the same major points as the model responses. If you missed some points, or have questions about any additional points you made or about how well stated your responses were, review the material in the information sheet, Convincing an Employer to Provide a Training Station, pp. 13–14, or check with your resource person if necessary.

You may wish to read the following Role-Play Situation, and then to select a peer to play the role of the prospective employer described. Review the situation with the peer, and complete the activity according to the guidelines given. You may wish to videotape the role-play for self-evaluation purposes.

ROLE-PLAY SITUATION[5]

You are a new teacher-coordinator about to interview an employer, hopefully to establish a training station. The high school that has just hired you is starting cooperative education for the first time. The high school is one of many in a big city school system. Only 50 percent of its graduates go on to college.

The employer is the personnel manager of a large department store. He is unfamiliar with the cooperative education concept, but his store is civic minded and has frequently cooperated with the school in various ways. He considers this to be good public relations. One of his store's biggest problems is in hiring full-time employees who will stick with it and who really know their business. He wants to know how cooperative education can help him. Although he's interested in anything that will help public relations, he's had quite a few problems with the part-time high school help he has hired in the past.

The setting is the employer's office. You had contacted him initially by phone, briefly described the program, and arranged this 15-minute interview. He explained during the phone conversation that the interview would have to be at this time as he was leaving for a vacation in Canada the following day. The employer starts the interview off by greeting you. Your job is to **establish rapport, explain the program,** and **convince him to provide a training station.**

5. Adapted from Fred Harrington, "Development of a Self-Instructional Package on Cooperative Education Coordination Skills (Unpublished doctoral dissertation, The Ohio State University, 1970).

After you have completed the role-play, you may wish to review the videotape and evaluate your performance, using the Role-Play Checklist, pp. 21–22. You may wish to complete the checklist cooperatively with the peer who role-played the employer.

NOTES

ROLE-PLAY CHECKLIST[6]

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
Establishing Rapport				
1. You cordially greeted the employer (called him/her by name)	☐	☐	☐	
2. You properly introduced yourself (name and school)	☐	☐	☐	
3. You sought to establish interaction by appealing to the employer's interests	☐	☐	☐	
4. Your manner was free of distracting gestures (twisting your ring, etc.)	☐	☐	☐	
5. Your speech was free from hesitation (ahhh.)	☐	☐	☐	
6. You listened well (maintained eye contact and expressed comprehension and interest through facial reaction)	☐	☐	☐	
7. You were enthusiastic	☐	☐	☐	
8. Your attitude was positive	☐	☐	☐	
Explaining the Program				
9. You explained that the student's classroom experiences would be closely related to the training station experiences	☐	☐	☐	
10. You made it clear that the main objective of the training station is education	☐	☐	☐	
11. You explained the employer's training responsibilities	☐	☐	☐	
12. You presented your explanation in an understandable, orderly manner	☐	☐	☐	
13. You used available time effectively (got to the main points; your answers were adequate)	☐	☐	☐	

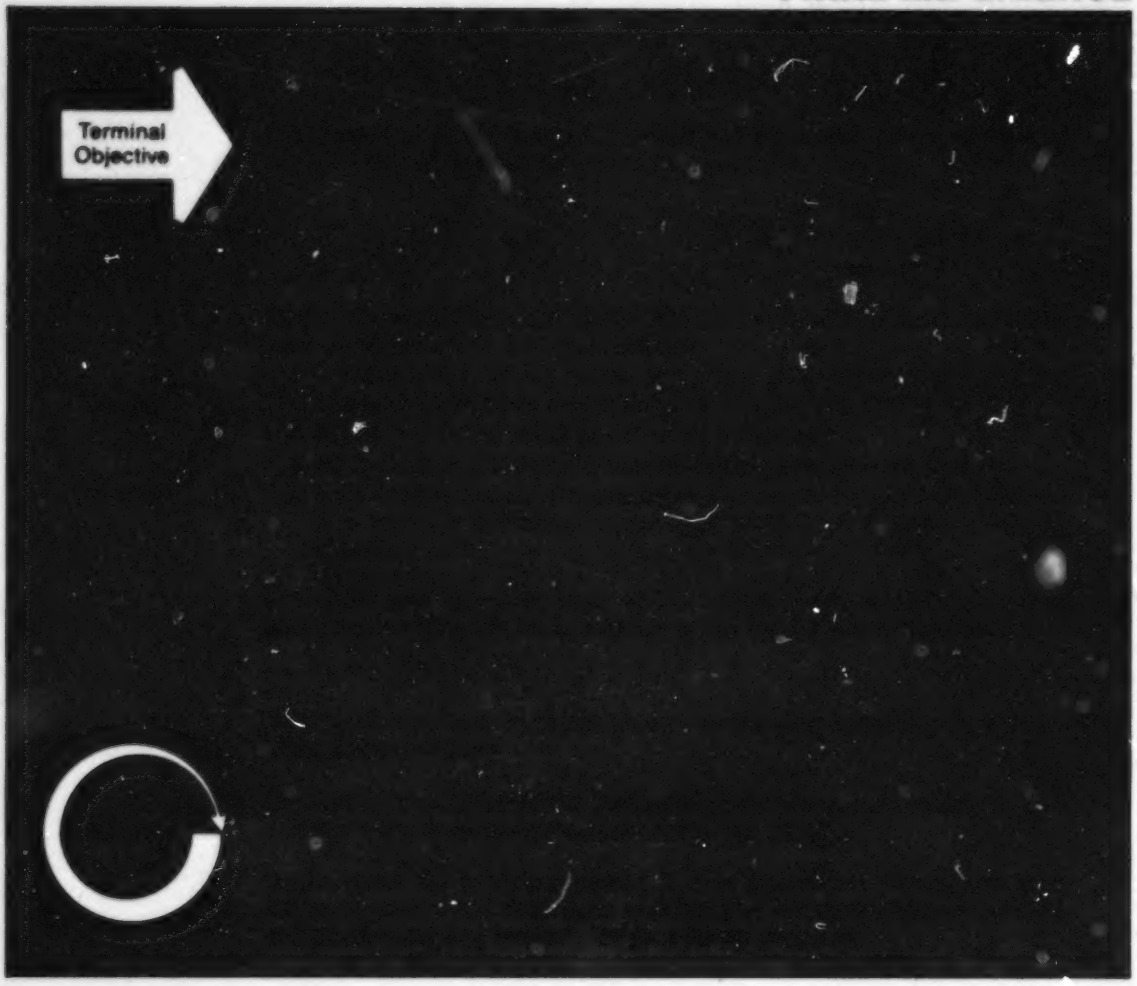
6. Adapted from Fred Herrington, "Development of a Self-Instructional Package on Cooperative Education Coordination Skills" (Unpublished doctoral dissertation, The Ohio State University, 1970).

	N/A	No	Partial	Full
14. When the employer asked you a series of questions at one time, you discussed each point	☐	☐	☐	
15. When the employer asked a long and involved question, you waited until she/he finished before responding	☐	☐	☐	
16. Your answers were limited to the information which was essential to the employer	☐	☐	☐	
Convincing the Employer				
17. You explained the benefits of the cooperative program in terms of:				
a. the student	☐	☐	☐	
b. the employer/training station	☐	☐	☐	
c. the school	☐	☐	☐	
d. the community	☐	☐	☐	
e. the occupational area	☐	☐	☐	
f. labor	☐	☐	☐	
18. You reacted realistically when the employer posed a problem	☐	☐	☐	
19. Your answers were confident, yet not dogmatic	☐	☐	☐	
20. The employer agreed to provide a training station	☐	☐	☐	

LEVEL OF PERFORMANCE: All items should receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, you may wish to discuss this with your peer, or you may check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

TEACHER PERFORMANCE ASSESSMENT FORM

Secure Training Stations for Your Co-Op Program (J-4)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. The teacher identified an adequate number of prospective employers	☐	☐	☐	☐		
2. In generating a list of prospective employers, the teacher used the following sources:						
a. community survey	☐	☐	☐	☐		
b. advisory committee	☐	☐	☐	☐		
c. civic, social, and/or service organizations; labor unions; and/or state bureau of employment services	☐	☐	☐	☐		
3. The teacher knew the name of each employer before contacting his/her place of business	☐	☐	☐	☐		
4. In attempting to persuade each employer to offer his/her business as a training station, the teacher:						
a. established rapport	☐	☐	☐	☐		
b. explained the program	☐	☐	☐	☐		
c. explained the roles of the student, employer, and teacher-coordinator in the program	☐	☐	☐	☐		
d. explained the benefits of participating in the program	☐	☐	☐	☐		
5. The teacher toured the plant or office facilities to verify their adequacy	☐	☐	☐	☐		
6. The teacher verified the abilities of the prospective on-the-job instructor(s)	☐	☐	☐	☐		
7. The teacher assessed the prospective training station(s) using established criteria	☐	☐	☐	☐		
8. The business(es) which the teacher identified as prospective training stations adequately meet established criteria	☐	☐	☐	☐		
9. The teacher was successful in convincing the employer(s) whose firm(s) met established criteria to provide a training station(s)	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT reponses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may substitute for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to supplement and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was not applicable to the situation.
None . . . No attempt was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only very limited ability to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has some ability to perform it.
Good . . . The teacher is able to perform this skill in an effective manner.
Excellent . . . The teacher is able to perform this skill in a very effective manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Groups, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experiences
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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